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ABSTRACT

A study was conducted to identify new and emerging entry-level office and distributive occupations and analyze their effect on the business education curriculum. Two methods of gathering data were used in the study. First, data were gathered from interviews of forty-seven office firms, twelve individuals who were informed regarding office occupations, twelve distributive firms, and four individuals who were informed regarding distributive occupations. Secondly, information was gathered from a meeting of business people and business educators. Among the findings reported from the interviews was that new technology in the office is relieving some of the routine clerical work, as well as demanding new skills, knowledge, and capabilities. Word processing skills were not in high demand because not all of the companies interviewed were making use of word processing equipment. Contrary to what some people have predicted about automation causing unemployment, most of the companies using automated equipment have found that automation did not reduce the number of clerical employees, and in some cases, resulted in an increase of clerical help. (The interview questions are appended.) (LRA)

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NEW AND EMERGING ENTRY-LEVEL OFFICE AND DISTRIBUTIVE OCCUPATIONS AND THEIR EFFECT ON BUSINESS EDUCATION CURRICULUM

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TABLE OF CONTENTS

Chapter		Page
1.	INTRODUCTION	1
	Background	1
	Purpose and Need for the Study	1
	Statement of the Problem	2
	Definition of Terms	3
	Delimitations	6
	Limitations	7
	Organization of the Report	8
2.	REVIEW OF RELATED LITERATURE	9
	Research	9
	Periodicals	11
	Government Publications	13
	Need for the Present Study	13
3.	PROCEDURE AND SOURCES OF DATA	14
	Sources of Data	14
	Procedure	15
	Collection of Occupational Data	15
	Collection of Curricular Data	17
	Advisory Group Meetings	19
	Evaluation	19

TABLE OF CONTENTS (Continued)

Page

Chapter

4. FINDINGS: OCCUPATIONAL 20

Office Entry-Level Occupations 22

Distributive Entry-Level Occupations 45

5. FINDINGS: CURRICULUM RECOMMENDATIONS 56

Validation of Interview Findings 56

Establishment of Curriculum Goals 58

Office Groups -- One Year Goals 58

Office Groups -- Five Year Goals 59

Distributive Groups -- One Year Goals. 60

Distributive Groups -- Five Year Goals 61

6. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 62

Summary. 62

Conclusions 76

Recommendations 78

APPENDIXES

A. Interview Companies 81

B. Interview Questions 94

C. Meeting Participants 96

D. Discussion Questions Used in Meeting 101

E. List of People and Titles in Advisory Committee 104

BIBLIOGRAPHY 106

2. Direction for development by a group of informed business people, educators, and a project advisory group of a one-year and five-year plan for business education curricular changes and developments to meet the needs of office and distributive occupational trends.

3. Direction for development of a comprehensive one-year and five-year planned program which when operational, presents a high probability of increasing enrollments and achievements in office and distributive education of persons with handicaps and/or economic or academic disadvantagement, limited or non-English speaking persons, and will address sex bias, stereotyping and discrimination in these occupations. Probability of success will be assessed primarily through analysis by an advisory group.

Definition of Terms

A number of terms used in the study are open to different interpretations and definitions. The following terms have been defined with particular emphasis for the scope of this project:

Business Education	For purposes of the present study, business education was considered to be that field of instruction primarily on the secondary school level which has a fourfold goal: (1) the preparation of students for entry-level office and distributive occupations, (2) basic business and economic education for all students, (3) introductory knowledge about the field of business which can serve as a framework for students who plan to pursue advanced courses of study

Business Education (continued)	in the business area in college, (4) provision of career information relating to all levels of employment in office and distributive occupations.
Disadvantaged	Persons who are deprived academically, socially, and culturally....Those from environments that are not conducive to learning and in which education is inadequate; i.e. persons from low-income areas in which low or unskilled employment or unemployment, poor health and poor living conditions prevail.[1]
Distributive Education	Comprised of programs of occupational instruction in the field of distribution and marketing. These programs are designed to prepare individuals to enter, or progress or improve competencies in, distributive occupations. Emphasis is on the development of attitudes, skills and understanding related to marketing, merchandising and management.[2]
Distributive Occupations	Those occupations whose business function involve the flow of goods and services from product to consumer.

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[1]Louis C. Nanassy, Dean R. Malsbary, Herbert A. Tonne, Principles and Trends in Business Education. (Indianapolis: The Bobbs-Merrill Company, Inc., 1977), pg. 223.

[2]U.S. Department of Health, Education, and Welfare, Standard Terminology for Curriculum and Instruction in Local and State School Systems, by John F. Putnam and W. Dale Chismore, State Educational Records and Report Series: Handbook VI, (Washington, D.C.: Government Printing Office, 1970), pg. 170.

Distributive Occupations (Continued)	These activities include selling, packaging, pricing, servicing, storing, advertising, and the many other activities involved in the process of getting goods and services to the consumer.[3]
Emerging Occupation	A job that is coming into existence or an existing job evolving into one with new skill requirements.
Entry-level Job	One which could be filled by a person entering the job market with no full time work experience (except summer employment) or formal education and training beyond the secondary school.
Handicapped	Persons having one or more of the following characteristics: mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, emotionally disturbed, crippled or other health impairment.[4]
Keyboarding	The act of entering alphanumeric data on a stationary desk-top unit.[5]

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[3]Nanassy, pg. 303.

[4]Nanassy, pg. 222.

[5]Elizabeth Anne Goodrich, "Keyboarding: An Increasing Fact in Today's Society," Business Education Forum, (February, 1979), pg. 15.

Office Education	"Learning experiences...designed to lead to employment and/or advancement of individuals in occupations in public or private enterprises or organizations related to the facilitating function of the office."[6]
Office Occupation	"The connecting link between the production and distribution activities of an organization."[7]
Word Processing	"Word processing is a combination of specific procedures, methods, equipment, and people to (1) accomplish the transition of written or spoken (recorded) messages into typewritten or printed form and (2) facilitate dissemination of such material."[8]

Delimitations

The delimitations applied to this study dealt with the business firms and government agencies interviewed, the occupations studied, and the persons participating in the curriculum-recommendation conference.

The 75 companies, government agencies, and individuals interviewed were selected as a judgment sample of units located within the State of California and representative of industry within the state. This selection process was in accordance with the goals of the study.

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[6]Standard Terminology for Curriculum and Instruction in Local and State School Systems, pg. 213.

[7]Ibid., pg. 213.

[8]Donald E. Law and Cesar L. Pereira, "Word Processing: How to Cut Secretarial Administrative Costs," Management Review, March, 1976, pg. 29.

The occupations selected for study were also in accordance with the goals of the study. Attention was directed only to entry-level office and distributive occupations in the State of California.

The choice of the 28 persons participating in the two-day curriculum-recommendation meeting was based on a desire to include only persons representative of business and business education in the State of California. A further delimitation lay in the wish to have an even match in the number of business persons and business educators. All but one participant was a resident of California.

Limitations

Possible weaknesses or limitations inherent in the study include the possibility that the companies selected for the interviews might not all have been representative of their industry, as well as the people in the companies perhaps not being the most knowledgable regarding the topic of new jobs. However, the information gathered from these companies most likely gave a fairly complete overview of new occupations and trends in their industry. Since one of the criteria by which the companies were chosen was the large number of employees, the information about entry-level employment requirements provided by these companies is likely to be representative of most companies in a similar field.

The participants in the two-day curriculum planning meeting that was held also might not be most representative of their particular industry or educational institution, and/or able to generalize for the type of business or school they represent.

As in most forecasting, economic changes, natural catastrophes and political influences are not always predictable. However, barring any drastic changes of this nature, it is hoped and expected that the study's outlook for jobs and curriculum during the next five years will be accurate.

These delimitations and limitations should be taken into consideration when analyzing the findings.

Organization of the Report

Before presenting the findings of the study, a summary review of the related literature on the topic of new and emerging jobs is presented, followed by the procedure and sources of data for the study. The findings from the interviews and the curriculum recommendation meeting are presented next. A summary, conclusions, and recommendations comprise the final portion of the report.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Materials pertaining to the office of the future and the future of work are quite popular and extensive, especially in periodical literature. Both the research studies reviewed, as well as current periodicals, supported the information gathered from the interviews conducted for this study.

In reviewing the related literature, research studies are examined first followed by a summary of periodical literature and government publications relevant to this study.

Research

No other research study identical to the present study was discovered. The study most similar was Bulletin No. 213, from the New York State Education Department (1977), entitled A Look to the Future. It consisted of a series of articles dealing with "futurizing business education" written by business people and business educators. The articles dealt primarily with the office of the future and its impact on society, jobs and education.

According to the articles, business is becoming "more service oriented,...more concerned with human resources,...and more 'public' in its operations." Data processing's and word processing's impact on the

office of today and tomorrow was stressed as well as their impact on all areas of life. Students were urged to see how their skills and jobs will fit into data processing systems within the office and that this can be accomplished through classroom instruction and simulation if teachers are willing to introduce these concepts.

Secretarial jobs are mentioned as being particularly influenced by automation, especially dictation/transcription equipment. Interpersonal relations skills, ability to work independently and creatively, decision-making skills, time management and editing skills are all necessary for the secretary of tomorrow. Secretaries need to be prepared for their new roles and their potential for management. This was a challenge directed at business educators.

The study further reported on work and leisure, competency education in the future, aptitudes and skills basic to particular jobs and business teacher education proposals. Much of the information provided in the articles related to the goals of this current study and was consistent with periodical literature.

Clinkscale, Hilton, and Thomas, writing in the 1978 issue of the NABTE Review indicated that the following researchers, Hammner (1975), Kallus (1973), O'Neil (1976), Robertson (1975), and White (1974), conducted studies pertaining to the office and workers of the future and came to basically the same conclusions as the New York study. Managers were looking for entry-level employees with specific technical skills as well as personal qualities. The primary skills included typing ability (30-60 wpm for clerk typists and 40-80 wpm for stenographers), shorthand,

(although the studies did not determine if shorthand skill was a hiring test, or was actually used extensively on the job) calculation, machine transcription and machine skills. The personal qualities requested included communication skills, human relations skills and concern with personal appearance.

No research dealing specifically with the future needs of distributive occupations was found.

Periodicals

A vast amount of literature was available in popular periodicals and in business education publications. Most of it dealt with the equipment and people in the office of the future and how business education should prepare students for the office. The most comprehensive articles regarding the office technology were from special sections of Fortune (October 1977) and Time (November 13, 1978). They described the new equipment and its potential, office landscaping and design in the future, and how the technology and the people will combine to result in an efficient and profitable office. Material from magazines such as Administrative Management, Management World, Business Week, and Datamation explained that the office of the future will involve less paper, extensive use of word processing and data processing equipment, interfacing of machines, electronic mail systems, and more job satisfaction. Word processing, in particular, was given strong emphasis inasmuch as its role in the office is becoming more important and more prevalent.

Business education literature stressed the role of business educators in the preparation of workers in the future. Skills needed by workers were stressed, as well as how these skills should be taught (NABTE Review, 1978, Goddard; Business Education Forum, October 1976, Powell).

Articles discussing curriculum revisions included suggestions for programs in data processing, word processing, micrographics, reprographics, calculator skills and work simulations (Business Education Forum, January 1976, Huffman and Welter). The importance of career education is often stressed and is linked with values and work ethic training to improve students' attitudes toward work.

One article that bridged popular literature and business education literature appeared in Management World (August 1977), entitled "What's in Store for Tomorrow's Business Grads," by Dr. Harold T. Smith. Dr. Smith listed jobs, titles and duties of the office of the future and challenged business educators to evaluate and possibly revise educational curriculum to meet the needs of tomorrow. The point stressed most in the article was that business educators themselves must acquire the balance of technical, personal and interpersonal skills that they will be teaching.

An increasing amount of attention was given in all areas of related literature to the needs of disadvantaged and handicapped persons and to the concern for sex equity in occupations. However, no research or periodical literature was found which examines the current status of all these priorities in occupations as this study does.

Government Publications

The US Department of Labor and the California Employment Development Department publishes statistics and predictions regarding employment on a regular basis. The Occupational Outlook Handbook and its quarterly updates predicted that clerical jobs will increase between now and 1985 and service industries will see the most growth. This was especially relevant for distributive education.

Most of the national statistics provided by the Labor Department were applicable to California with the exception of their prediction for an increase in government employees. This exception was due to a 1978 California voters' initiative that reduced state property taxes, resulting in serious cutbacks in money allotted for education and government job positions. The California Employment Development Department has published labor predictions for 1975-1980 which coincide with the national employment trends.

Need for the Present Study

Despite the wealth of printed material about labor and jobs in the future, no study identical to this project was discovered. Other people had asked companies about job skill requirements and about trends in work, but there did not appear to be any prior extensive research tieing new jobs, trends, skills and curricular proposals together. That is the goal of this study.

CHAPTER 3

PROCEDURE AND SOURCES OF DATA

From a procedural standpoint, the data of the study were divided into two major portions.

1. Determining new and emerging entry-level office and distributive occupations, and current practices underlying such occupations; current practices relating to workers who were economically and educationally disadvantaged, as well as mentally and physically handicapped; and the current situation regarding sex equity, (referred to in this chapter as occupational data.)

2. Determining the effects of the data above on the business education curriculum, specifically development of a one-year and five-year plan (referred to in this chapter as curricular data).

Sources of Data

It was determined that the most feasible sources for the occupational data were (1) related literature and (2) a judgment sample of representative California business firms and governmental agencies.

The sources deemed most appropriate for the curricular data were (1) officials of representative California business firms and (2) representative California business educators.

Procedure

The occupational data were collected by study of related literature and by interview. The curricular data were collected by group processes exercised in a two-day meeting. In addition, advisory group meetings were held for ongoing evaluation of the study.

Collection of Occupational Data

The first step in collecting the occupational data was to make an analysis of related literature selected primarily from current (after 1975) news, business and educational publications and research. Most of the literature dealt with the office of the future, the future of work in our society, new technological advances, and predictions of what business education will need to address in the future.

In addition to current periodicals and research papers, information was gathered from recent government labor publications and literature provided by various companies dealing with advanced technology.

In addition, a series of 75 interviews were made with representative California business firms, governmental agencies, and informed individuals. (See Appendix A for names of firms, governmental agencies, and persons interviewed). Forty-seven of the interviews were with representatives

of "office" firms,[9] 12 interviews were with individuals who are informed regarding office occupations, 12 interviews were with "distributive" firms,[10] and 4 interviews were with individuals who are informed regarding distributive occupations. The organizations were carefully selected by the project advisory group to ensure proportionate representation from the major industries in California: aerospace, agencies for handicapped persons, electronics, entertainment, financial, government, health, insurance, legal, manufacturing, office equipment, oil, publishing companies, scientific, temporary agencies, and utilities. The basis for selecting the particular companies was employment of a large number of entry-level employees and/or the companies' innovative nature and reputation. Specific organizations that deal with the particular needs of handicapped and disadvantaged people were also contacted, as were individuals who had extensive information pertaining to the future of the office and of work in general.

Contact with representatives of the companies was made by telephone, and personal interview appointments arranged. A list of guide questions (see Appendix B) was used in interviewing. It was modified somewhat for unique organizations (such as temporary employment agencies) and for individuals not representing a particular company. Most interviews

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[9] "Office" firm indicates firms interviewed to determine information relating to new and emerging entry-level office occupations.

[10] "Distributive" firm indicates firms interviewed to determine information relating to new and emerging entry-level distributive occupations.

took between 30 and 60 minutes each and were conducted by either the researcher or the project director. The interviewer took notes as the company representative spoke and these notes were transcribed by the project secretary.

When all interviews were completed, the results were examined and sets of standard response statements were developed.[11]

Collection of Curricular Data

In order to validate the interview findings and to recommend curriculum changes based on the findings (required by the project goals), a two-day meeting of 28 persons (15 business people and 13 business educators) was held March 14-15, 1979, in San Jose.

The goals of the meeting were:

1. To analyze and validate the research project findings regarding trends and new entry-level occupations in the office and distributive fields in California.

2. a. To determine the effects of the findings on business education programs.

   b. To plan business education programs that will meet the needs of industry in one year and in five years.

3. To incorporate in planned programs the means to insure sex equity and to meet the vocational educational needs of handicapped and disadvantaged students.

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[11] For example, the actual responses "skilled, qualified, clerical employees are difficult to locate," and "word processing operators and secretaries are hard to get," became the standard response: "There is a shortage of good/qualified secretaries and/or clerks or tellers." Each actual response was then fitted into one of the standard responses, and frequency tallies were made so the information could be analyzed. The sets of standard responses along with their frequency tallies appear in Chapter 4.

The 28 participants were selected by the project advisory group on the basis of their expertise in business and/or business education, and on their interest in promoting better communication between business and education. (See Appendix C for names of participants).

The first day of the meeting began with a talk given by Dr. Harold T. Smith of Brigham Young University, selected because of his extensive research of the office of the future and its impact on business education. Dr. Smith's discussion of the office and jobs of the future was followed by a brief overview by Gary Thompson of the status quo of California vocational education and by a summarization by Judith Knight O'Hare of the research findings to date.

The participants were assigned to one of four groups (three office-oriented and one distributive-oriented) to begin discussing questions relating to the meeting goals (See Appendix D for discussion questions).

The first three topic questions prompted discussions dealing with validation of the interview findings. The groups agreed with the findings and in some cases, additional information was presented by the business people.

The second day of the meeting began with a general discussion that brought to light needs and concerns of both business people and business educators. This was followed by small group discussions of the remaining topic questions which dealt with the implications of the research findings for business education curriculum. After small and large group refinement of curriculum change recommendations, specific one-year and five-year goals for office and for distributive education were formulated. The curriculum goals are presented in Chapter 5.

Advisory Group Meetings

Three times during the project, October 1978, February 1979, and May 1979, advisory group meetings were held to provide ongoing input and constructive criticism regarding the procedures and progress of the project. The seven-person group was comprised of the researcher, project director, program directors from the State Department of Education, two industry representatives and a business educator. (See Appendix E).

Evaluation

As prescribed by the terms of the research contract, Dr. Ted Ivarie, Head, Department of Business Education, Utah State University, Logan, served as the evaluator of the project. His report was delivered separately from this research report.

CHAPTER 4

FINDINGS: OCCUPATIONAL

The overall goal of this study was to identify new and emerging entry-level office and distributive occupations and analyze their effect on the business education curriculum. The findings are reported in Chapters 4 and 5.

In Chapter 4, findings are reported which were gathered from 75 interviews of 47 office firms, 12 individuals who are informed regarding office occupations, 12 distributive firms, and 4 individuals who are informed regarding distributive occupations. These findings (termed "occupational findings" for purposes of this study) deal with new and emerging entry-level office and distributive occupations.

In Chapter 5, findings are reported which accrued from the two-day meeting of 13 business people and 15 business educators. These findings (termed "curricular findings" for purposes of this study) deal with the effects of the occupational findings upon the business education curriculum.

Since the interview questions were open-ended, and all additional volunteered information from those interviewed was welcomed, the scope

of the response is quite broad.[12] If time had permitted, a follow-up questionnaire could have been developed from the responses and submitted again to those interviewed for their agreement or disagreement with the standard response statements. It is possible that this would have altered the findings and statements relating to particular trends.

For example, some of the interviewees volunteered information pertaining to what schools could do to prepare students for the working world. Thirteen companies mentioned a need for stronger Business English instruction. The follow-up questionnaire which might have developed could have included the question: "Do you think Business English should receive more emphasis in schools?" If so, a significant number of the total interviewees might have responded positively. It is important to keep this in mind when interpreting the findings of the study.

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[12]The interviews of informed individuals and of a few firms, such as temporary employment agencies were somewhat modified versions of the interviews of business firm representatives. Each individual had a particular expertise pertaining to office or distributive occupations or to the world of work in general. For example, one individual who was informed about the needs of disabled persons contributed information pertaining to question 7A of the interview questions, but was not in a position to address the other questions. This explains the reason for the "not applicable" category of responses in the report of the data obtained from the interviews.

Findings: Occupational - Office Entry-level Occupations

The responses from the 59 interviews with 47 office firms and 12 individuals who are informed regarding office occupations are presented below. (See Appendix A for names of firms and individuals interviewed). The numbers on the right indicate the response frequencies.

1. How many total employees in your firm?

	Frequency of Response
a. 1,000 - 4,999	12
b. 10,000+	6
c. 5,000 - 9,999	5
d. 300 - 599	4
e. 600 - 999	3
f. No answer	8
g. Not applicable	21
Total	59

2. Of the total, how many are in clerical positions?

	Frequency of Response
a. 1,000 - 4,999	10
b. 600 - 999	6
c. 100 - 299	4
d. 10,000 +	3
e. 25 - 99	2
f. 300 - 599	1
g. No answer	11
h. Not applicable	22
Total	59

3. (A) How are job skills and job competencies in clerical occupations changing?

	Total	Over 10,000	5000 to 9999	1000 to 4999	600 to 999	300 to 599	No Ans.	Not App.
a. More use of word processing	13		3	3			3	4
b. New skills needed for new technology in the office (word processors, computers, telephone systems, etc.)	11		1	4	1		2	3
c. Some of routine or rote work of secretaries and typists relieved by automation	11	2		3	1		3	2
d. No great changes, but a refinement and/or sophistication in jobs because of new automated information systems (technology)	7	1		2	1	1		2
e. More technical and specialized	7			4			1	2
f. Secretaries expected to work for more people	4				1		2	1
g. Clerical positions going on-line; therefore, need clerks to acquire some data processing skills	4		1		1	1	1	
h. Trends from manual work to computerized work	4		1	2				1
i. Not changing -- still use large clerical staff for same jobs	3		1				2	
j. More complex due to government regulations	3		1	1				1

(continued on next page)

3. (A) How are job skills and job competencies in clerical occupations changing (continued)

	Total	Over 10,000	5000 to 9999	1000 to 4999	600 to 999	300 to 599	No Ans.	Not App.
k. Need for more detail oriented and analytical people	2		2					
l. More behavior and interpersonal skills development so employees will get along better with each other	2	1						1
m. New concern for the quality of customer service (result of automation)	1							1
n. Fewer skills needed	1							1
o. No answer	13	2		5		3	1	2
p. Not applicable	10							10
Total[13]	96							

[13] Some interviewees gave more than one answer

3. (B) Are there new components in these occupations?

	Total	Over 10,000	5000 to 9999	1000 to 4999	600 to 999	300 to 599	No Ans.	Not App.
a. Some secretaries doing more administrative duties	9	1	1	4	1			2
b. Clerks going on-line (learning to use computers)	8	1	1	3		1	1	1
c. New equipment and demand in the credit field could lead to new jobs	1							1
d. Secretaries doing para-legal work	1				1			
e. No answer	30	4	2	6	2	3	6	7
f. Not applicable	10							10
Total	59							

4. Are any of these skills or competencies becoming so complex that they are creating or will create new jobs?

	Total	Over 10,000	5000 to 9999	1000 to 4999	600 to 999	300 to 599	No Ans.	Not App.
a. Secretary moving into administrative assistant position	8	1		2	1	1		3
b. Clerk typists moving into the role of word processor	7	1	2	2				2
c. In stock brokerage, a wire operator (who places orders) considered a computer operator because of technical advancements	2		1	1				
d. File clerks becoming Records Managers -- gaining new emphasis, not low level clerical jobs any more	1							1
e. Increasing need for medical records clerks and tumor registrar coders in hospital	1					1		
f. No answer	32	4	3	8	2	2	7	6
g. Not applicable	10							10
Total[14]	61							

[14]Some interviewees gave more than one answer.

5. What jobs do you think will not exist five years from now?

	Total	Over 10,000	5000 to 9999	1000 to 4999	600 to 999	300 to 599	No Ans.	Not App.
a. Key punch operators[15] (key to card)	11	3	2	3			1	2
b. Clerical jobs (routine, nitty-gritty) that machines will be doing	5	1		1		1		2
c. Word processing changing the traditional role of secretary	4			2				2
d. Traditional role of file clerks	4	1		2		1		
e. Steno-clerk duties being taken care of by word processing	2		1				1	
f. Fewer acccunting clerks since computerization	1			1				
g. Newspaper stereotypesetters	1						1	
h. Tape libraries and librarians	1	1						
i. Entry-level (no prior experience)	1				1			

[15] However, still presently in demand by some companies because few people have the skill or want to use it.

5. What jobs do you think will not exist five years from now? (Continued)

	Total	Over 10,000	5000 to 9999	1000 to 4999	600 to 999	300 to 599	No Ans.	Not App.
j. No jobs will become extinct	1			1				
k. No answer	29	3	3	8	3	3	4	5
l. Not applicable	11							11
Total[16]	71							

[16] Some interviewees gave more than one answer.

The responses to question number 3 indicate that new technology in the office is relieving some of the routine clerical work, as well as demanding new skills, knowledge and capabilities. Jobs seems to be becoming more technical and specialized, but the new technology is resulting in a refinement of jobs rather than causing new jobs to surface.

The responses to question 4 do not indicate that new jobs are emerging. Rather, the responses seem to depict a change in the nature, responsibilities and characteristics of existing jobs. There also appears to be a rise in the status of some clerical positions as a result of the new duties.

Question 5 brought out that automation may result in some jobs being less in demand or completely disappearing from offices of the future. As machines take on more of the routine tasks now performed by clerical staffs, clerical employees will probably be given different responsibilities within companies.

6. (A) What kind of training and/or educational background is necessary for someone to enter a clerical occupation? (Arranged by office occupation)[17]

	Frequency of Response
Accounting Clerk	
One or more years of experience and education in accounting	4
Data processing experience	1
Intermediate Clerk (training to be bank teller)	
No work experience necessary	1

[17] Employment requirements are generally the same for all employers; therefore it was not necessary to tie responses to the size of the company for Question 6.

Medical Clericals	Frequency of Response
Medical terminology	2
Office experience and skills	1
Elementary medical training	1
High School Graduate	1
Word Processing Operator	
Two years of office experience preferred	1
Insurance - entry level	
No work experience necessary	1
Does not have to be high school graduate	1
Legal Secretary	
One and one-half years of legal experience	1
Banking Secretary	
Six months to one year of clerical experience	1
Entry-level banking (non-teller)	
No work experience necessary	2
Does not have to be high school graduate	1
Entry-level office jobs throughout firm	
Does not have to be high school graduate	4
No work experience necessary	4
Work experience necessary	3
Cash handling or public contact experience	1
General Secretary	
Two years secretarial experience	2
No work experience necessary	2

	Frequency of Response
Entry-level computer	
Computer familiarity	1
Tellers	
No prior teller experience	2
No high school diploma necessary	2
Cash handling and public contact	2
One to two years of teller experience	1
No answer	18
Not applicable	19
Total[18]	80

Companies such as banks and insurance agencies frequently require neither a high school diploma nor prior work experience. The clerical jobs in these two businesses can be excellent stepping stones into the company and eventually into management positions. Other positions may be available to persons with particular educational backgrounds rather than experience.

6. (B) What basic skills do you require for this job?

It can be seen in the tabulation of responses to Question 6-B that typing skill is most often required by businesses (38 responses). The next most asked for skills are shorthand (20), machine transcription skills (12), and good communication skills (including spelling and grammar) (9). It is important to note the conflicting responses concerning shorthand. Sixteen companies said that there is a reduced need or no need for shorthand while twelve noted that shorthand is required

[18] Some interviewees gave more than one answer.

6. (B) What basic skills do you require for this job?

	Sec	Clerk	Med Sec	WP	Clerk Typist	Teller	Proof Reader	All Entry Level	Ad Taker	Steno	Data Entry
a. 40-60 wpm typing	13		2	1						2	1
b. 30-65 wpm - clerk typists				1	14	1			1	1	
c. Good typing for training on word processing	1										
d. Word processing skills				1							
e. No shorthand required	3										
f. Reduced need for shorthand	13										
g. Shorthand required for most secretaries	12									2	
h. Shorthand required for executive secretaries	4										
i. Any kind of transcrible shorthand	2										
j. Shorthand not required for hiring but important for promotion	1										
k. Machine transcription skill	8		3								
l. Little or no dictaphone	4									1	

(Continued on next page)

6. (B) What basic skills do you require for this job? (Continued)

	Sec	Clerk	Med Sec	WP	Clerk Typist	Teller	Proof Reader	All Entry Level	Ad Taker	Steno	Data Entry
m. Good spelling and grammer				1			1	2	1		
n. Excellent communication skills						2		2			
o. Telephone								1	1		
p. Good interpersonal skills						2		1			
q. Good math skills		1				1					1
r. 10-key adding machine		1				1					
s. Efficient									1		
t. Quick	1								1		
u. Consistent								1			
v. Good intelligence								1			
w. Sales oriented						1					
x. Computer skills								1			1
y. Editing skills								1			
z. Knowledge of medical terms			2								

No answer 2

Not applicable 15

for most secretarial positions. For non-entry level secretarial jobs, shorthand is still important, especially if the secretary wants to work for an executive. Although the trend seems to be toward less demand for shorthand, this is more common in large companies that are using word processing equipment than in smaller businesses with fewer employees and less automation. Even though the need for shorthand is reduced, it is by no means going to completely disappear in the immediate future.

Word processing skills were not in high demand because not all of the companies interviewed are making use of word processing equipment at this time. Since there are so many different types of equipment, good typing and editing skills are more in demand, because people with these skills can be trained on almost any word processing equipment. As more businesses make use of word processing technology, trained operators undoubtedly will be in greater demand.

In Question 7 (A) we see that most companies are making an effort to assist disabled workers in finding office jobs. The number of handicapped office employees is not very large. However, the trend of the future seems to be to hire more handicapped people in order to meet government affirmative action requirements and because employers are realizing the potential of handicapped employees.

The responses to Question 7 (B) show that a number of companies are spending time and money to work with economically disadvantaged students to convince them to stay in school. Businesses are also working with schools to provide employment for students from inner city schools through

7. (A) What opportunities are available in clerical positions for handicapped?

		Total	10,000	5000 to 9999	1000 to 4999	600 to 999	300 to 599	No Ans.	Not App.
a.	Company works with Department of Rehabilitation or other agencies for disabled	8	2	2	3	1			
b.	Not many (or any) disabled apply for the jobs	8		1	1		3	1	2
c.	Facilities are or becoming adaptable to handicapped needs	6		2	2	1		1	
d.	Commitment to employing handicapped	5			3			1	1
e.	No specific programs	2			1		1		
f.	Good clerical jobs available	2			1			1	
g.	Facilities available but must meet company specifications for job	1			1				
h.	Identifying jobs that specifically can be filled by handicapped	1			1				
i.	Hired for some departments but not others	1				1			
j.	Takes care of own people disabled on job	1	1						
k.	Repetitive jobs available for mentally handicapped	1	1						
l.	Arrangements for handicapped students to be in work experience programs	1							1
m.	No answer	12	2	2	3	1		3	1
n.	Not applicable	16							16
	Total[19]	65							

[19] Some interviewees gave more than one answer

7. (B) What opportunities are available for academically or economically disadvantaged people?

	Total	Over 10,000	5000 to 9999	1000 to 4999	600 to 999	300 to 599	No Ans.	Not App.
a. Work experience programs	8	2		3		1	1	1
b. Training classes for minorities to help them get better jobs	6	1		4				1
c. Working with inner-city schools to convince students not to drop out	4			2	1		1	
d. Work with organizations that help "disadvantaged" people	3	1	1		1			
e. Jobs designated	1					1		
f. Classes for disadvantaged minorities to fulfill high school diploma requirements	1			1				
g. Limited by no telephone or transportation	1							1
h. No Answer	21	2	4	4	2	2	6	1
i. Not Applicable	17							17
Total[20]	62							

[20]Some interviewees gave more than one answer

8. What is being done to eliminate sex bias and discrimination in clerical occupations?

	Total	Over 10,000	5000 to 9999	1000 to 4999	600 to 999	300 to 599	No Ans.	Not App.
a. More males in clerical positions	18	3	3	3	3	1		4
b. No significant increase in male clericals	11			5		2	4	
c. Increase of male word processor operators	8	1	1	2	2		1	1
d. Women and men encouraged to try non-traditional jobs	4	1		1		1	1	
e. San Francisco has higher predominance of men in clerical positions	2	1	1					
f. As wages in clerical jobs increase, both men and women will choose these jobs	2	1	1					
g. Committed to fairness	1					1		
h. Government demands more males	1	1						
i. Speak at schools and tell students jobs are not limited to one sex	1			1				
j. Breaking down opposition to male secretaries	1			1				
k. No answer	8	2	1	3			2	
l. Not applicable	16							16
Total[21]	73							

[21]Some interviewees gave more than one answer

work experience programs.

Responses to Question 8 show that there is an indication of an increase of males in clerical office positions, but the influx is not a large one. Word processing seems to have more appeal to men than other clerical jobs. The responses seem to be consistent with a general trend of both males and females working in so called "non-traditional" jobs throughout our society.

9. Can you identify any new occupations? If so, identify and describe.[22]

	Frequency of Response
a. No new occupations	33
b. Word processing operators	3
c. Office manager overseeing a group of secretaries and word processor operators	2
d. New occupations in specific companies, but not new to offices	2
e. Input/output computer clerks (stock brokerages)	1
f. Microfilm processors	1
g. Liaison representative (credit card division go-between for collectors, manager and customers)	1
h. New jobs will be tied to new technology	1

(Continued on next page)

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22 Due to the nature of this question and the high frequency of "no new occupations" responses, the responses to this question were not tied to the size of the company.

9. Can you identify any new occupations? If so, identify and describe. (Continued)

	Frequency of Response
i. New positions and new job titles tied to new products offered by companies	1
j. No answer	1
k. Not applicable	15
Total[23]	61

Most of the jobs new to particular companies are in the area of word processing, which in itself is not a new occupation. Other jobs that some businesses consider new are already in existence elsewhere.

10. Are job openings a result of growth, replacement or both?[23]

	Frequency of Response
a. Growth	5
b. Replacement	2
c. Both	8
d. No answer	23
e. Not applicable	21
Total	59

[23]Due to the nature of this question, the responses were not tied to the size of the company.

Although only ten formal questions were asked, people volunteered information during the interviews. This information was organized into the following three questions:

1. What can schools (education) do to meet your future needs?

	Frequency of Response
a. Teach Business English (grammar, spelling, punctuation and editing)	13
b. Offer a course in data processing	12
c. Teach techniques for getting and keeping a job	8
d. Teach typing	8
e. Teach ways to improve communication skills (written and oral)	7
f. Teach basic math and other basic skills	7
g. Provide word processing training	6
h. Use realistic simulations	5
i. Teach telephone techniques	5
j. Teach accounting and bookkeeping	5
k. Prepare students for future technology	4
l. Help students set career goals	4
m. Teach business machines	4
n. Teach basic business etiquette	3
o. Teach students how to accept change and work with it; to be flexible and know trends	3
p. Have teachers and counselors work in offices to keep abreast of changes	3

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1. What can schools (education) do to meet your future needs? (Continued)

		Frequency of Response
q.	Instill good work habits and work ethics of loyalty and responsibility to employer	3
r.	Teach shorthand	3
s.	Stress the future need for a combination of technical skills and human relations skills	2
t.	Teach vocabulary (jargon of various industries)	2
u.	Teach students to be creative thinkers and how to make decisions	2
v.	Teach machine transcription	2
w.	Teach survival skills	2
x.	Have work experience programs	2
y.	Teach medical terminology	2
z.	Teach filing systems	2
aa.	Teach computer language	1
bb.	Move the stress away from college preparatory and toward physical and clerical positions available	1
	Total	121

Many of the company representatives took the interview as a chance to express what schools could do to better prepare students for the working world. Basic skills such as spelling, grammar and punctuation were stressed most often. Without these basics, a person has a harder time getting and keeping a job.

Due to the growing influence of computers in offices and in society in general, a course in data processing was often suggested. Most of the

people suggesting this did not mean a "hands-on" training class in computer programming, but rather instruction in the basic principles of data processing and the potential of computers for businesses.

Typing or keyboarding skills should be stressed since the skills are used in a number of entry-level jobs and because much of the new automated machinery has keyboards.

Job interviewing techniques, math skills, exposure to principles of word processing and work simulations in schools also received strong emphasis by the business people interviewed.

2. What will the office of the future be like and how will it affect jobs?

	Frequency of Response
a. Connect everyone in the office to a computer	5
b. Paperless - computerized filing and retrieval	5
c. Work more interesting	3
d. Fewer equipment "centers"; new equipment at individual work stations	3
e. Electronic mail	3
f. More job satisfaction	2
g. Terminals at home -- call work into office	2
h. Computationless - computer does computations	1
i. Competition among companies to provide best customer service	1
j. Increased production as a result of job satisfaction	1
Total	26

Some of the people interviewed have done research regarding the office of the future. In the office of tomorrow, jobs will be more interesting for a lot of the clerical employees, resulting in higher job satisfaction than we currently have. Some offices will become virtually paperless, with all materials transmitted by and stored in computer systems.

3. Other unsolicited information:	Frequency of Response
a. Shortage of and demand for good qualified secretaries and/or clerks/tellers	13
b. Automation not reducing the number of clerical and secretarial jobs	7
c. Some companies converting their paper files to microfilm or microfiche	6
d. Automation reducing the number of clerks, typists and secretaries	6
e. Small number of companies resorting to in-house training programs because many of their entry-level clerical applicants and employees do not have basic English and math skills	6
f. Business people going out to high schools and junior high schools to convince students to stay in school, and to tell students about various career opportunities; personnel people in particular talking to students about job seeking and job keeping techniques	5
g. Trend to change job titles rather than to actually change the job itself and the skills required to carry out the job	4
h. Some companies (banks and insurance in particular) experiencing high turnover	3

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3. Other unsolicited information: (Continued)

		Frequency of Response
i.	Fewer women going into secretarial careers	3
j.	Medical-clerical jobs available	3
k.	Still a need for secretaries with shorthand	2
l.	Rise in status and caliber of secretaries	2
m.	No shortage of applicants	2
n.	Increasing number of re-entry women in the job market	1
o.	Position of executive secretary still a valuable one	1
	Total	64

The shortage of qualified clerical employees was expressed by a number of companies with only two exceptions, and seems to be a problem for employers throughout California.

Contrary to what some people have predicted about automation causing unemployment, most of the companies using automated equipment have found that automation does not reduce the number of clerical employees, and in some cases, results in an increase of clerical help.

Findings: Occupational-Distributive Entry-Level Occupations

The responses from the 16 interviews with 12 distributive firms and 4 individuals who are informed regarding distributive occupations are presented below. (See Appendix A for names of firms and individuals interviewed). The numbers on the right indicate the response of frequencies.

1. How many total employees in your firm?

	Frequency of Response
a. 10,000+	2
b. 300 - 599	1
c. 1,000 - 4,999	1
d. 100 - 299	1
e. 0 - 100	1
f. No answer	6
g. Not applicable	4
Total	16

2. Of the total, how many are in distributive positions?

	Frequency of Response
a. 100 - 299	2
b. 10,000+	1
c. 1,000 - 4,999	1
d. 300 - 599	1
e. 5,000 - 9,999	1
f. No answer	6
g. Not applicable	4
Total	16

3. (A) How are job skills and job competencies in distributive jobs changing?[24]

	Total	Over 10,000	5000 to 9999	1000 to 4999	600 to 999	300 to 599	No Ans.	Not App.
a. Computerized systems and automation cause need for new skills	7		1	2			2	2
b. Need to be more concerned with and knowledgable of customer service	2						1	1
c. Not changing	1			1				
d. Retail stores stressing "fashion image"	1							1
e. More specialization	1						1	
f. Beginning skill requirements for clerical jobs declining because of new easy-to-use equipment	1							1
g. More emphasis on "visual merchandising" (display)	1							1
h. Consumer awareness	1							1
i. No answer	5	1		1	1	1	1	
Total[25]	20							

[24]The responses to 3(A) of the distributive interview questions were broken down by subtotal according to the size of the firm supplying the response to indicate the size of firm in which the distributive job changes occurred. Size of firm did not appear to be a factor in the analysis of the responses to Questions 3(B) to 10.

[25]Some interviewees gave more than one answer.

3. (B) Are there new components in these occupations?

	Frequency of Response
a. Clerks going on-line	3
b. Automation of routine work allows people to do more managing	2
c. No answer	12
Total[26]	17

As in the office, computers and other types of automation are infiltrating the businesses and requiring employees to acquire and use new skills. As consumers, we know that computers are part of distributive business as evidenced by bills, pricing codes, reservations (hotels and airlines) and scanner check-out equipment in grocery stores. All of this new technology requires retraining of current employees, and restructuring of responsibilities and duties within the various businesses.

4. Are any of these skills or competencies becoming so complex that they are creating or will create new jobs?

	Frequency of Response
a. More in-house advertising positions	3
b. Customer service representative	2
c. If retail department stores change to use of commission sales in all areas of the store, commission clerks would be needed	2
d. Home economic consultants	1
e. Consumer advisors	1
f. No answer	12
Total[27]	21

[26] Some interviewees gave more than one answer.

[27] Some interviewees gave more than one answer.

As automation becomes more popular in distributive industries, so too does the need for good customer relations. Businesses that offer the same products to consumers must compete on some level, and this is often on customer service. There is a growing demand for customer service representatives and consumer advocates in these industries.

5. What jobs do you think will not exist five years from now?

	Frequency of Response
a. Many full-time sales jobs in department stores	2
b. Clerical positions replaced by automation	1
c. No jobs will become extinct	1
d. No answer	12
Total	16

As the minimum wage increases, department stores are hiring fewer full-time sales people and more part-time workers to sell during peak hours.

6. (A) What kind of training and/or educational background is necessary for someone to enter a distributive education? (Arranged by distributive occupation)

	Frequency of Response
Ticket Agent	
Customer service experience	1
Flight Attendant	
Customer service experience	1

(Continued on next page)

6. (A) What kind of training and or educational background is necessary for someone to enter a distributive education? (Arranged by distributive occupation) (Continued)

	Frequency of Response
Entry-level, retail	
No prior work experience	5
No high school diploma	1
Prior experience	1
High school diploma preferred	1
Merchandise knowledge	1
Real estate clericals	
Real estate classes helpful	1
No answer	5
Not applicable	1
Total[28]	17

The following information came from the distributive firms even though these are office occupations within a distributive firm:

Accounting Clerk	
Prior businesses classes	1
No experience	1
Experience necessary	1
Secretary	
Prior work experience	1

[28] Some interviewees gave more than one answer.

6. (B) What basic skills do you require for this job?

	Reservations Clerk	Retail Merchandising	Grocery Clerk	Real Estate Clerical	Secretary[29]	Accounting Clerical[30]
a. Typing, 40-65 wpm	2	1		1	3	
b. Telephone skills	1			1		
c. Transcription skills					2	
d. Shorthand required				1	1	
e. Math		1		1		
f. Communication skills		2	1	1		
g. Speech training		1				
h. Psychology		1				
i. Understanding of consumer issues		1	1			
j. Good interpersonal skills			1	1		
k. Fashion conscious		2				
l. Ability to work without supervision				1		
m. Money management		1				
n. Customer service oriented		1				
o. Promotable		4				
No answer	5					
Not applicable	1					

[29]This information came from interviews, although these are office occupations within a distributive firm.

[30]This information came from interviews, although these are office occupations within a distributive firm.

Typing is required for some of the entry-level jobs, as are good communication skills, interpersonal skills, and a fashion consciousness for merchandising positions. Shorthand is required for some of the secretaries working in offices in stores.

7. (A) What opportunities are available in distributive positions for handicapped?

	Frequency of Response
a. Few applicants	5
b. Disabled usually work in support staff	2
c. Work with agencies that place handicapped in jobs	1
d. Hard to place	1
e. No answer	7
f. Not applicable	2
Total[31]	18

7. (B) What opportunities are available for academically or economically disadvantaged people?

	Frequency of Response
a. Work with agencies that place disadvantaged people in jobs	2
b. Stores work with school districts to inform students of retail careers	1
c. Work with work experience programs to help students get jobs	1
d. No answer	10
e. Not applicable	2
	16

[31]Some interviewees gave more than one answer.

The distributive firms indicated a shortage of handicapped applicants. Either they do not even apply for jobs or they work as support staff, rather than having much customer contact.

As in the office jobs, disadvantaged people get some exposure to distributive occupations through work experience programs conducted by the companies and by the schools.

8. What is being done to eliminate sex bias and discrimination in distributive occupations?

	Frequency of Response
a. More men applying for jobs	6
b. No increase of male applicants for entry-level jobs	3
c. Mostly women in retail	1
d. Want more males in real estate clerical jobs	1
e. More males interested in merchandising classes	1
f. No answer	3
g. Not applicable	2
Total[32]	17

There is an increase of male applicants in distributive occupations, but it is not overwhelming. A number of the entry-level jobs in distributive occupations have traditionally been somewhat balanced between men and women, and continue to be so.

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[32] Some interviewees gave more than one answer.

9. Can you identify any new occupations? If so, identify and describe.

	Frequency of Response
a. No new occupations	14
b. Selling specialists (experts in specific departments)	1
c. Product demonstrators (hired by stores)	1
d. Student "manufacturer's representatives"	1
Total[33]	17

The new occupations listed are new to particular companies, but not to distributive occupations.

10. Are job openings a result of growth, replacement or both?

	Frequency of Response
a. Growth	4
b. Replacement	4
c. Both	3
d. No answer	4
e. Not applicable	1
Total	16

[33] Some interviewees gave more than one answer.

Although only ten formal questions were asked, people volunteered information during the interviews. This information was organized into the following two questions:

1. What can schools (education) do to meet your future needs?

	Frequency of Response
a. Teach students how to get and keep a job	5
b. Teach students how to use calculators and cash registers	3
c. Teach consumer issues (consumer education) basic economics	2
d. Teach communication skills	2
e. Conduct a merchandising class	2
f. Instill good work attitudes (work ethics)	2
g. Teach basic math and English skills	2
h. Instill career awareness	2
i. Teach interpersonal relations	1
j. Teach how to handle stress and tension on the job	1
k. Teach money management	1
l. Show students career potential in distributive businesses, not just as a way thru school	1
Total	24

The industry representatives identified poor job preparation as the biggest problem students have today. Instruction to help them find and keep a job is valuable and necessary. Merchandising knowledge and good communication skills, along with awareness of consumer and customer needs were also stressed.

2. Other unsolicited information:

		Frequency of Response
a.	Many entry-level sales people work up to management positions	4
b.	High turnover of part-time employees	4
c.	Because of minimum pay standards increasing, department stores hiring more part-time sales people during peak selling hours	3
d.	No problem getting applicants	3
e.	Part-time work in grocery or department stores helping high school and college students gain entrance into distributive careers	2
f.	High demand for people in hospitality and recreation business	2
g.	Automation increasing the number of jobs	2
h.	Small retail stores desiring people with both office and retail skills	1
i.	Grocery stores expanding their service to include delivery, bakery and nursery departments so there is a need for people in these areas	1
j.	Sales jobs good entry-level jobs; can lead to management positions eventually	1
k.	Need for computer programs	1
	Total	24

These statements give an excellent overview of the trends in distributive occupations and what some of the concerns of the industry representatives are.

CHAPTER 5

FINDINGS: CURRICULUM RECOMMENDATIONS

The Curriculum Recommendation Meeting was held at the Park Center Plaza Holiday Inn in San Jose on Wednesday and Thursday, March 14 and March 15, 1979. A total of 13 invited representatives from business firms and government agencies in California as well as 15 business educators, all of whom but one were from California were in attendance.

The two main outcomes of the meeting were (1) validation of the interview findings and (2) establishment of one-year and five-year goals for office and distributive education curriculums.

Validation of Interview Findings

The validation of the interview findings was determined by having the meeting participants in groups answer three questions:

1. Do the interview findings reflect the actual situation for entry-level jobs in business?
2. How are economically and educationally disadvantaged people -- as well as physically or mentally handicapped people -- faring in the business world?
3. What is the current status of sex equity in entry-level jobs?

From the answers to these three questions presented in informal group presentations, the findings obtained from the interviews with the 47 office firms, the 12 distributive firms, and the 16 informed persons were determined by the conference groups to be in accordance with existing practice and recommendations. No portion of the findings

was challenged or considered to be erroneous.

In the group process used to arrive at this validation, the participants offered some comments which supplemented the interview findings:

a. Entry-level positions are boring. They are too basic, too fragmented--a capable person would be bored. This all causes a very high turnover.

b. Job descriptions are not accurate. They are made complicated so the manager can pay more. Often used as screening devices, i.e. like asking for shorthand when it is really not required in order to eliminate some applicants or to get a certain applicant accepted that has already been chosen.

c. Testing eliminates some applicants--i.e., like giving a test to a file clerk when it really is not necessary.

d. Employers are not just looking for skills, but also looking for attitude--the ability to get along.

e. Entry-level positions are too mechanized, human element is missing, feedback from machine is rather negative.

f. There is a change. Change is expansion in human relations. Industry is spending more money in training for attitude development, employer/employee relationships, employee/employee relations, and employee to customer relationships.

g. Positions are more specialized but evolving slower.

h. Automatic equipment does not eliminate boring tasks.

i. There is a greater emphasis on machine transcription skills as well as shorthand.

j. Work attitude should be stressed.

k. Coding skills are needed--increase in coding of documents.

l. There should be a greater stress on human relations skills.

m. Keyboard skills should be mandatory.

n. There are still routine functions being carried out by automation.

o. In order to make work more meaningful, we need to have more humane attitudes in dealing with people. Automation is not creating the need, it is just bringing it into perspective. Human relations skills are needed to sell the service of the new system to the users.

Establishment of Curriculum Goals

The final outcome of the two-day meeting was establishment of lists of one- and five-year goals for the office and distributive education curriculum. Because of time limitations, specific and detailed explanations of the goals could not be incorporated into the conference discussions. The value of the goals agreed upon, therefore, lies in the fact that they represent in-depth thinking by 28 informed individuals concerning the direction that the office and distributive curriculum should go considering the findings of the interviews made as the first phase of this study.

The one-year and five-year goals agreed upon were as follows, listed in priority order as suggested by the participants:

Office Groups -- One Year Goals

1. Establish priorities and objectives in conjunction with business education and industry and plans to implement. (Courses--politics, etc.).
2. Establish communication with businesses.
3. Establish business education lobby.
4. Establish statewide business/business education advisory committee.
5. Disseminate findings of this meeting to appropriate people in education and industry.
6. Establish competency level in basic skills in order to sufficiently meet employment standards for most entry-level jobs.
7. Evaluate existing business education programs.

(Continued on next page)

Office Groups -- One Year Goals (Continued)

8. Incorporate instruction in entry-level data processing awareness and instruction in the C-CUBE (Common Core Units in Business Education) core.

9. Develop and implement computer literacy modules.

10. Incorporate instruction in machine transcription skills.

11. Develop work ethics, attitude, awareness training.

    a. Infuse this into existing curriculum through modules.

    b. Use of community resources. Bring business to classroom and classroom to business.

12. Become aware of new office technology.

    a. Available materials (written - video)

    b. Various companies' availability to act as consultants

13. Develop and implement career education modules.

14. Establish teacher role change--education to industry and industry to education.

15. Eliminate sex bias.

16. Mainstream handicapped students.

17. Develop and implement economic awareness modules.

18. Develop and implement consumer business skills modules.

Office Group -- Five Year Goals

1. Develop specific programs in human relations skills, self-awareness and communication skills.

2. Develop effective methods for the teacher and student to cope with effects of mainstreaming of economic and educationally disadvantaged and physically and mentally handicapped students.

(Continued on next page)

Office Groups - Five Year Goals (Continued)

3. Establish and implement student cooperative work programs with business on a larger scale than currently exists.

4. Develop open entry/open exit individualized training programs.

5. Incorporate instruction in word processing.

6. Infuse career education in all subjects; career awareness regardless of sex, race, handicap, etc., including accomplishment of "balance" materials.

Distributive Education Group -- One Year Goals

1. Determine basic skills competencies for entry-level distributive jobs and for advancement to higher positions.

   a. Identify competencies for entry-level.

   b. Make the student aware of what they need for higher development and advancement.

2. Develop materials for increased emphasis on interpersonal skills.

3. Prepare a promotional plan for distributive education--extremely important.

4. Revise curriculum for distributive education in California Business Education Program.

   a. To include

      1) Data processing (data entry rather than computer technology)

      2) Consumer service

   b. To de-emphasize advertising, creative selling, sales promotion and display. These things are done by each company in its own style.

(Continued on next page)

Distributive Education Group -- One Year Goals (Continued)

5. Determine accessibility of entry-level positions for physically and mentally handicapped and for disadvantaged students in occupations served by distributive education programs.

6. Prepare teachers to recognize and work with students with special physical or educational needs.

Distributive Education Group -- Five Year Goals

1. Make distributive education accessible to all students.

2. Develop industry-labor-public support for distributive education.

3. Establish responsibility and accountability for 3R competencies (writing, reading and math skills).

4. Expand distributive education curriculum to incorporate a 4th "R" (Readiness for Work Roles).

   - interpersonal skills
   - work ethic
   - attitudes
   - communication

5. Implement CBEP common core[34] in all California schools.

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[34]The competencies identified by business and industry as common to or required in both office and distributive occupations.

CHAPTER 6

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The study dealt with the problem of identifying new and emerging entry-level office and distributive occupations and determining the effects of the new occupations and the trends in current occupations on business education curricula in secondary schools.

The precise objectives formulated were:

1. Collection and analysis of occupational trend data applicable to office and distributive education.
2. Direction for development of a one-year and five-year plan for business education curricular changes and developments to meet the needs of office and distributive occupational trends.
3. Direction for development of a comprehensive one-year and five-year planned program which when operational, presents a high probability of increasing enrollments and achievements in office and distributive education of persons with handicaps and/or economic or academic disadvantagement, limited or non-English speaking persons, and will address sex bias, stereotyping and discrimination in these occupations.

Related literature in the form of research studies, periodical literature, and government publications was studied. No other research

study identical to the present study was discovered. Most of the current periodicals dealt with the equipment and people in the office of the future and how business education should prepare students for the office. Related government publications dealt primarily with statistical predictions of employment demand in office and distributive occupations.

It was determined that the most feasible sources for the occupational data were (1) related literature and (2) a judgment sample of representative California business firms and governmental agencies. The sources deemed most appropriate for the curricular data were (1) officials of representative California business firms and (2) representative California business educators.

The occupational data were collected by study of related literature and by 75 interviews with 47 office firms, 12 persons knowledgeable about offices, 12 distributive firms, and 4 persons knowledgeable about distribution. The curricular data were collected in a two-day meeting of 28 persons (13 business people and 15 business educators) held March 14-15, 1979 in San Jose.

Three meetings of the seven-person advisory group were held October 1978, February 1979 and May 1979 to provide ongoing input and constructive criticism regarding the procedures and progress of the project.

The project was evaluated by Dr. Ted Ivarie, Head, Department of Business Education, Utah State University, Logan.

Findings: Occupational

The findings based on occupational trends applicable to office and distributive education as determined by 59 office interviews and 16 distributive interviews (total of 75 interviews) are summarized below. The summary is based on arbitrarily presenting for each question the five responses of the highest frequency and/or responses with a frequency of five or more (except that responses with a frequency of one are excluded in Questions 2-10):

1. How many total employees in your firm?

Office firms		Distributive firms	
1,000 - 4,999	12	10,000+	2
10,000+	6	300 - 599	1
5,000 - 9,999	5	1,000 - 4,999	1
300 - 599	4	100 - 299	1
600 - 999	3	0 - 100	1

2. Of the total, how many are in clerical/distributive positions?

Office firms		Distributive firms	
1,000 - 4,999	10	100 - 299	2
600 - 999	6	10,000+	1
100 - 299	4	1,000 - 4,999	1
10,000+	3	300 - 599	1
25 - 99	2	5,000 - 9,999	1

3. (A) How are job skills and job competencies in clerical and distributive occupations changing?

Office interviews:

a. More use of word processing 13

b. New skills needed for new technology in the office (word processors, computers, telephone systems, etc.) 11

c. Some of routine or rote work of secretaries and typists relieved by automation 11

(Continued on next page)

3. (A) How are job skills and job competencies in clerical and distributive occupations changing? (Continued)

Office interviews: (continued)

d. No great changes, but a refinement and/or sophistication in jobs because of new automated information systems (technology)	7
e. More technical and specialized	7

Distributive interviews:

a. Computerized systems and automation cause need for new skills	7
b. Need to be more concerned with and knowledgeable of customer service	2

3. (B) Are there new components in these occupations?

Office interviews:

a. Some secretaries doing more administrative duties	9
b. Clerks going on-line (learning to use computers)	8

Distributive interviews:

a. Clerks going on-line	3
b. Automation of routine work allows people to do more managing	2

4. Are any of these skills or competencies becoming so complex that they are creating or will create new jobs?

Office interviews:

a. Secretary moving into administrative assistant position	8
b. Clerk typists moving into the role of word processor	7
c. In stock brokerage, a wire operator (who places orders) considered a computer operator because of technical advancements	2

(Continued on next page)

4. Are any of these skills or competencies becoming so complex that they are creating or will create new jobs? (Continued)

Distributive interviews:

a. More in-house advertising positions 3

b. Customer service representative 2

c. If retail department stores change to use of commission sales in all areas of the store, commission clerks would be needed 2

5. What jobs do you think will <u>not</u> exist five years from now?

Office interviews:

a. Key punch operators (key to card) 11

b. Clerical jobs (routine, nitty-gritty) that machines will be doing 5

c. Word processing changing the traditional role of secretary 4

d. Traditional role of file clerks 4

e. Steno-clerk duties being taken care of by word processing 2

Distributive interviews:

a. Many full-time sales jobs in department stores 2

6. (A) What kind of training and/or educational background is necessary for someone to enter a clerical/ distributive occupation?

Office interviews:

a. Accounting clerk: One or more years of experience and education in accounting 4

b. Entry-level office jobs throughout firm: Does not have to be high school graduate 4

(Continued on next page)

6. (A) What kind of training and/or educational background is necessary for someone to enter a clerical/distributive occupation? (Continued)

Office interviews: (Continued)

c.	Entry-level office jobs throughout firm: No work experience necessary	4
d.	Entry-level office jobs throughout firm: Work experience necessary	3
e.	Medical clericals: Medical terminology	2
f.	Entry-level bank (non-teller): No work experience necessary	2
g.	General secretary: Two years secretarial experience	2
h.	General secretary: No work experience necessary	2
i.	Tellers: No prior teller experience	2
j.	Tellers: No high school diploma necessary	2
k.	Cash handling and public contact	2

Distributive interviews:

a.	Entry-level, retail: No prior work experience	5

6. (B) What basic skills do you require for this job?

Office interviews:

a.	Clerk typist: Typing 30-65 wpm	14
b.	Secretary: Typing 40-60 wpm	13
c.	Secretary: Reduced need for shorthand	13
d.	Secretary: Shorthand required for most secretaries	12
e.	Secretary: Machine transcription skill	8

6. (B) What basic skills do you require for this job? (Continued)

Distributive interviews:

a. Retail merchandising: be promotable 4

b. Secretary: typing 40-65 wpm 3

c. Retail merchandising: communication skills 2

d. Reservations clerk: typing 40-65 wpm 2

e. Retail merchandising: fashion conscious 2

f. Secretary: transcription skills 2

7. (A) What opportunities are available in clerical/ distributive positions for the handicapped?

Office interviews:

a. Company works with Department of Rehabilitation or other agencies for disabled 8

b. Not many (or any) disabled apply for the jobs 8

c. Facilities are or becoming adaptable to handicapped needs 6

d. Commitment to employing handicapped 5

e. No specific programs 2

f. Good clerical jobs available 2

Distributive interviews:

a. Few applicants 5

b. Disabled usually work in support staff 2

7. (B) What opportunities are available for academically or economically disadvantaged people?

Office interviews:

a.	Work experience programs	8
b.	Training classes for minorities to help them get better jobs	6
c.	Working with inner-city schools to convince students not to drop out	4
d.	Working with organizations that help "disadvantaged" people	3

Distributive interviews:

a.	Work with agencies that place disadvantaged people in jobs	2

8. What is being done to eliminate sex bias and discrimination in clerical/distributive occupations?

Office interviews:

a.	More males in clerical positions	18
b.	No significant increase in male clericals	11
c.	Increase of male word processor	8
d.	Women and men encouraged to try nontraditional jobs	4
e.	San Francisco has higher predominance of men in clerical positions	2
f.	As wages in clerical jobs increase, both men and women will choose these jobs	2

Distributive interviews:

a.	More men applying for jobs	6
b.	No increase of male applicants for entry-level jobs	3

9. Can you identify any new clerical/distributive occupations?

Office interviews:

a.	No new occupations	33
b.	Word processing operators	3
c.	Office manager overseeing a group of secretaries and word processor operators	2
d.	New occupations in specific companies, but not new to offices	2

Distributive interviews:

a.	No new occupations	14

10. Are job openings a result of growth, replacement or both?

	Office firms		Distributive firms	
a.	Both	8	Growth	4
b.	Growth	5	Replacement	4
c.	Replacement	2	Both	3

Information volunterred by persons interviewed (in addition to answers to ten formal questions):

1. What can schools (education) do to meet your future needs?

Office interviews:

a.	Teach Business English (grammar, spelling, punctuation and editing)	13
b.	Offer a course in data processing	12
c.	Teach techniques for getting and keeping a job	8
d.	Teach typing	8
e.	Teach ways to improve communication skills (written and oral)	7
f.	Teach basic math and other basic skills	7

(Continued on next page)

1. What can schools (education) do to meet your future needs? (Continued)

   Distributive interviews:

   a. Teach students how to get and keep a job 5

   b. Teach students how to use calculators and cash registers 3

   c. Teach consumer issues (consumer education), basic economics 2

   d. Teach communication skills 2

   e. Conduct a merchandising class 2

   f. Instill good work attitudes (work ethics) 2

   g. Teach basic math and English skills 2

   h. Instill career awareness 2

2. What will the office of the future be like and how will it affect jobs?

   Office interviews:

   a. Connect everyone in the office to a computer 5

   b. Paperless - computerized filing and retrieval 5

   c. Work more interesting 3

   d. Fewer equipment "centers"; new equipment at individual work stations 3

   e. Electronic mail 3

   Distributive Interviews:

   (No answers concerning the future office in distributive process volunteered)

3. Other unsolicited information:

Office interviews:

a.	Shortage of and demand for good qualified secretaries and/or clerks/ tellers	13
b.	Automation not reducing the number of clerical and secretarial jobs	7
c.	Some companies converting their paper files to microfilm or microfiche	6
d.	Automation reducing the number of clerks, typists and secretaries	6
e.	Small number of companies resorting to in-house training programs because many of their entry-level clerical applicants and employees do not have basic English and math skills	6

Distributive interviews:

a.	Many entry-level sales people work up to management positions	4
b.	High turnover of part-time employees	4
c.	Because of minimum pay standards increasing, department stores hiring more part-time sales people during peak selling hours	3
d.	No problem getting applicants	3
e.	Part-time work in grocery or department stores helping high school and college students gain entrance into distributive careers	2
f.	High demand for people in hospitality and recreation business	2
g.	Automation increasing the number of jobs	2

Findings: Curricular

The findings from the Curriculum Recommendation Meeting held in San Jose on Marh 14-15, 1979, and attended by 28 persons (13 invited representatives from business firms and government agencies in California, and 15 business educators, all of whom but one were from California) are summarized below. Their recommendations are classified into curricular and noncurricular topics:

Curricular Recommendations

1. Goals, Priorities, Objectives:

   a. Establish priorities and objectives in conjunction with business education and industry and plans to implement (Office - 1 year)

2. Standards:

   a. Establish competency level in basic skills in order to sufficiently meet employment standards for most entry-level jobs (Office - 1 year)

   b. Determine basic skills competencies for entry-level distributive jobs and for advancement to higher positions (Distributive - 1 year)

3. Evaluation:

   a. Evaluate existing business education programs (Office - 1 year)

4. Subject Area Content:

   a. Incorporate instruction in entry-level data processing awareness and instruction in the C-CUBE (Common Core Units in Business Education) core (Office - 1 year)

   b. Develop and implement computer literacy modules (Office - 1 year)

   c. Incorporate instruction in machine transcription skills (Office - 1 year)

(Continued on next page)

4. Subject Area Contect: (Continued)

   d. Become aware of new office technology (Office - 1 year)

   e. Develop and implement career education modules (Office - 1 year)

   f. Develop and implement economic awareness modules (Office - 1 year)

   g. Develop and implement consumer business skills modules (Office - 1 year)

   h. Develop materials for increased emphasis on interpersonal skills (Distributive - 1 year)

   i. Revise curriculum for distributive education in CBEP (California Business Education Program)(Distributive - 1 year)

   j. Develop specific programs in human relations skills, self-awareness and communication skills (Office - 5 year)

   k. Incorporate instruction in word processing (Office - 5 year)

   l. Infuse career education in all subjects; career awareness regardless of sex, race, handicap, etc. (Office - 5 year)

   m. Establish responsibility and accountability for 3R competencies (writing, reading and math skills) (Distributive - 5 year)

   n. Expand distributive education curriculum to incorporate a 4th "R" (Readiness for Work Roles) (Distributive - 5 year)

   o. Implement CBEP common core in all California schools (Distributive - 5 year)

5. Attitudes:

   a. Develop work ethic, attitude, awareness training (Office - 1 year)

6. Instruction:

   a. Establish teacher role change--education to industry and industry to education (Office - 1 year)

   b. Establish and implement student cooperative work programs with business on a larger scale than currently exists (Office - 5 year)

(Continued on next page)

6. Instruction: (Continued)

   c. Develop open entry/open exit individualized training programs (Office - 5 year)

7. Sex equity, handicapped, and disadvantaged:

   a. Eliminate sex bias (Office - 1 year)

   b. Mainstream handicapped students (Office - 1 year)

   c. Determine accessibility of entry-level positions for physically and mentally handicapped and for disadvantaged students in occupations served by distributive education programs (Distributive - 1 year)

   d. Prepare teachers to recognize and work with students with special physical or educational needs (Distributive - 1 year)

   e. Develop effective methods for the teacher and student to cope with effects of mainstreaming of economic and educationally disadvantaged and physically and mentally handicapped students (Office - 5 year)

Noncurricular Recommendations

1. Out-of-school relationships:

   a. Establish communications with businesses (Office - 1 year)

   b. Establish business education lobby (Office - 1 year)

   c. Establish statewide business/business education advisory committee (Office - 1 year)

   d. Disseminate findings of this meeting to appropriate people in education and industry (Office - 1 year)

   e. Develop industry-labor-public support for distributive education (Distributive - 5 year)

2. Inschool activities:

   a. Prepare a promotional plan for distributive education (Distributive - 1 year)

   b. Make distributive education accessible to all students (Distributive - 5 year)

5. There is a need to update this study every three to five years so that educators may be continually kept up-to-date regarding changes and trends in the business community.

6. In addition to periodically updating the study, it might be extended to include new occupations beyond entry-level. This way, students who want to enter management positions during their career will have up-to-date job information and forecasting available from schools.

APPENDIX A

INTERVIEW COMPANIES

APPENDIX A

LIST OF 75 INTERVIEWS

Office Firms Interviewed

47 firms interviewed to gather data concerning new and emerging entry-level occupations:

AEROSPACE

OF-1. Betty Albright
Wage and Salary
Lockheed-California Company
3401 Empire Avenue
Burbank, CA 91504
November 3, 1978

OF-2. Esther Tyree, Employment Representative
Autonetics Group of Rockwell International
3370 E. Miraloma Avenue, Building 222
Anaheim, CA 92803
January 18, 1979

AGENCIES FOR HANDICAPPED PERSONS

OF-3. Joan Tollison and Dan Van Horn
Center for Independent Living
2539 Telegraph Avenue
Berkeley, CA 94704
August 2, 1978

OF-4. Kath Martin
Job Developer/Placement Counselor
Goodwill Industries
980 Howard Street
San Francisco, CA 94103

ELECTRONICS

OF-5. Walt Ross
Employment Manager
Hewlett-Packard
1501 Page Mill Road
Palo Alto, CA 94304
October 23, 1978

APPENDIX A (Continued)

ELECTRONICS (Continued)

OF-6. Sidney Duggan
Memorex
San Tomas at Central Expressway
Santa Clara, CA 95052

ENTERTAINMENT

OF-7. Karen Nordli, Personnel
MGM Studio
Culver City, CA 90230
December 6, 1978

FINANCIAL

OF-8. Gene McFarland, Assistant Vice President
Personnel Administration, Training Department
Bank of America - Southern California Headquarters
555 S. Flower
Los Angeles, CA 90071
July 20, 1978

OF-9. Garnet Hyder, Employment Specialist
CROCKER NATIONAL BANK
One Montgomery
San Francisco, CA 94104
October 10, 1978

OF-10. John Kinsel, Personnel Manager
DEAN WITTER REYNOLDS, INC.
120 Broadway
New York, New York 94104
July 5, 1978

OF-11. Nancy Swearengen
Assistant Vice President and
Training Officer
Fidelity Savings and Loan
2323 Shattuck
Berkeley, CA 94704
August 2, 1978

OF-12. Kathy Sage, Personnel
Great Western Savings
8484 Wilshire Blvd
Beverly Hills, CA 90211
November 2, 1978

APPENDIX A (Continued)

FINANCIAL (Continued)

OF-13. Tom Bassett
Manager, Planning and Placement
Hibernia Bank
290 Sutter
San Francisco, CA 94108
October 31, 1978

OF-14. Joyce Smeader, Vice President
Assistant Personnel Director
Home Savings and Loan
9245 Wilshire Blvd
Beverly Hills, CA 90210
October 20, 1978

OF-15. Tom Blanco, Personnel Manager
Merrill-Lynch
One Embarcadero
San Francisco, CA 94111
August 1, 1978

OF-16. Gayle Jasso
Assistant Vice President
Security Pacific National Bank
333 Hope Street
Los Angeles, CA 90051
July 19, 1978

OF-17. Fran Hyde and Elaine Puchleitner
Security Pacific National Bank
One Embarcadero Center
San Francisco, CA 94111
July 5, 1978

OF-18. John Popovich, Consumer Affairs Manager
Office of Public Affairs
United California Bank
707 Wilshire Boulevard
Los Angeles, CA 90017
November 2, 1978

OF-19. Kathleen Pallas
Personnel Office
Wells Fargo
464 California Street
San Francisco, CA 94120
October 11, 1978

APPENDIX A (Continued)

GOVERNMENT

OF-20. Mark Schumaker
Santa Clara County Offices
70 West Hedding
San Jose, CA 95110
March 8, 1979

OF-21. Paul J. Harries
Personnel Officer
Internal Revenue Service
5045 East Butler Avenue
Fresno, CA 93730
November 9, 1978

HEALTH

OF-22. Harry Thomas
Affirmative Action Administrator
Blue Cross of California
P.O. Box 70000, Work Center 195
Van Nuys, CA 91470
December 6, 1978

OF-23. Patty Ossen
Personnel Director
Doctors Hospital of Lakewood
3700 East South Street
Lakewood, CA 90712
January 17, 1979

OF-24. Brenda Marshall
Personnel
KAISER
280 West MacArthur Blvd
Oakland, CA 94610
July 6, 1978

OF-25. Sylvia Sturges, Employment Representative
Personnel
SYNTEX
3401 Hillview Avenue
Palo Alto, CA 94304
July 21, 1978

APPENDIX A (Continued)

INSURANCE

OF-26. Charles Knitschild
AAA
150 Van Ness Avenue
San Francisco, CA 94102
August 1, 1978

OF-27. Gail Desprois
Manager of Employment
Fireman's Fund
3333 California
San Francisco, CA 94118
July 7, 1978

OF-28. John Best
Assistant Vice President
Occidental Life Insurance Company
of California
12th and Broadway
Los Angeles, CA 90015
November 16, 1978

OF-29. Marianne Davis
West Coast Life Insurance
50 California
San Francisco, CA 94111
July 21, 1978

LEGAL

OF-30. Sandra Palazzi
Pillsbury, Madison & Sutro
225 Bush
San Francisco, CA 94104
August 3, 1978

MANUFACTURING

OF-31. Thelma Winkleman
Personnel Manager
Crown Zellerbach
One Bush Street
San Francisco, CA 94104
November 10, 1978

APPENDIX A (Continued)

MANUFACTURING (Continued)

OF-32. Sam Cardinal
Corporate Manager of Employment
World Headquarters - Levi Strauss and Company
Two Embarcadero Center
San Francisco, CA 94106
December 5, 1978

OFFICE EQUIPMENT

OF-33. International Business Machines
Office Products Division
1871 The Alameda
San Jose, CA 95126

OIL

OF-34. Eloise Lee
Employment Representative
Atlantic Richfield Company
ARCO Plaza
Los Angeles, CA 90071
December 7, 1978

OF-35. David Demmin
Personnel
EXXON Company
Benicia, CA 94510
November 14, 1978

OF-36. Carol James
Standard Oil
225 Bush Street
San Francisco, CA 94120
February 5, 1979

PUBLISHING COMPANIES

OF-37. Dave Stork
McGraw Hill/Gregg
8171 Redwood Highway
Novato, CA 94947
July 11, 1978

OF-38. Patricia Wilson
San Jose Mercury News
750 Ridder Park Drive
San Jose, CA 95190
October 12, 1978

APPENDIX A (Continued)

RETAIL - OFFICE SUPPORT

OF-39. Ruth A. Greife, Personnel Manager
Sears Roebuck and Company
900 S. Fremont Avenue
Alhambra, CA 91802
October 18, 1978

SCIENTIFIC

OF-40. Lynn Froeber
Bechtel Corporation
50 Beale Street
San Francisco, CA
November 13, 1978

OF-41. Gail Parker, Personnel Administrator
Electric Power Research Institute
3412 Hillview Avenue
Palo Alto, CA 94304
July 7, 1978

OF-42. Arva Morgan
Information Sciences Institute
Marina del Rey, CA 90291
November 15, 1978

TEMPORARY AGENCIES

OF-43. Carol Hardcastle, Office Manager
ADIA
1737 N. First Street, Suite 390
San Jose, CA 95112
August 15, 1978

OF-44. Georganne Thompson, Manager
Kelly Services
99 N. Redwood Avenue
San Jose, CA 95128
June 28, 1978

OF-45. Jack Bray, Manager
Manpower
4333 El Camino Real
Palo Alto, CA 94306
July 3, 1978

UTILITIES

OF-46. Elba Kidd, Administrator Advisor
Pacific Telephone
140 New Montgomery, Room 1819
San Francisco, CA 94105
November 30, 1978

APPENDIX A (Continued)

UTILITIES (Continued)

OF-47. Mr. Cunningham, Personnel Manager
PG&E
245 Market Street
San Francisco, CA 94111
November 10, 1978

Office Individuals Interviewed

12 individuals interviewed, selected on the basis of their knowledge of the office, to gather data concerning new and emerging entry-level office occupations.

OI-1. Robert Alm
Magnet School
Los Angeles Unified School District
Los Angeles, CA
December 7, 1978

OI-2. Wayne Carlson
Administrative Dean
Regional Occupational Program Center
450 N. Grand Avenue, Room G-273
Los Angeles, CA 90012
July 20, 1978

OI-3. John T. Connell, President
Office Technology Research
Box 65
Pasadena, CA 91102
October 19, 1978

OI-4. Ben Cubler, Manager
Office Development and Engineering
Atlantic Richfield Company
Los Angeles, CA 90071
November 3, 1978

OI-5. Eleanor J. Flanagan
City College of Morris
Dover, New Jersey
April 12, 1979

APPENDIX A (Continued)

Individuals (Continued)

OI-6. Cy Hubbard, Executive Secretary
Governor's Committee for Employment of the Handicapped
and
Jim Kay, Program Administrator
Technical Assistance Project
California Department of Rehabilitation
April 9, 1979

OI-7. Eugene Muscat, Co-Director
Center for Business Education and Research
College of Business
University of San Francisco
San Francisco, CA 94117
August 8, 1978

OI-8. Security Pacific National Bank's Banking Seminar
Los Angeles, CA
August 14-18, 1978

OI-9. Dorothy Selinger
Director of Customer Support
IBM Office Products Division
Franklin Lakes, New Jersey 07417
April 10, 1979

OI-10. J. Steven Vanstrom, Supervisor
Facilities and Communications
BNR, Inc.
3174 Porter Drive
Palo Alto, CA 94303
August 22, 1978

OI-11. David Weaver
Director of Research
McGraw Hill
New York, New York 10020
February 21, 1979

OI-12. Word Processing Convention
San Jose, CA
September, 1978

APPENDIX A (Continued)

Distributive Firms Interviewed

12 firms interviewed to gather data concerning new and emerging distributive occupations:

DF-1. Jim Cicchetti
Employee Relations
The Broadway, General Office
3880 N. Mission Road
Los Angeles, CA 90031
January 17, 1979

DF-2. John Palmero, Director of Personnel Administration
Bullocks - Southern California
7th and Hill
Los Angeles, CA 90014
November 16, 1978

DF-3. Chuck Bell
GEMCO, Inc.
20745 Stevens Creek Blvd.
Cupertino, CA 95014
March 7, 1978

DF-4. Suzy Vanucchi, Personnel Manager
I. Magnin
Geary and Stockton
San Francisco, CA 94108
December 1, 1978

DF-5. Susan Schow, Personnel Manager
Macy's
Oakridge Shopping Center
San Jose, CA 95123
March 7, 1979

DF-6. Barbara Forrler
Corporate Personnel
May Company
801 S. Broadway
Los Angeles, CA 90014
January 17, 1979

APPENDIX A (Continued)

DEPARTMENT STORES (Continued)

DF-7. Ron Hudnall
Regional Career Development Coordinator
J. C. Penny
6131 Orangethorpe
Buena Park, CA 90620
November 17, 1978

GROCERY

DF-8. Gary Schultz, Personnel Manager
Alpha Beta
777 South Harbor Boulevard
LaHabra, CA 90631
January 18, 1979

REAL ESTATE

DF-9. Sheri Malone, Broker
ERA - Stevens Creek Realty
3275 Stevens Creek Boulevard
San Jose, CA 95117
March 6, 1978

TRAVEL AND LEISURE

DF-10. Judy Milecki
Manager, Personnel Services
Air California
3636 Birch
Newport Beach, CA 92660
November 17, 1978

DF-11. Kathy Carlisle
Director of Marketing
Marriott Hotels
Marina del Rey, CA 90291
November 15, 1978

DF-12. David Keefer
United Airlines
San Francisco International Airport
San Francisco, CA
December 5, 1978

APPENDIX A (Continued)

Distributive Individuals Interviewed

4 individuals interviewed, selected on the basis of their knowledge of distribution, to gather data concerning new and emerging entry-level distributive occupations.

GROCERY

DI-1. Dave Bransom, Director
Certified Grocers of California
2601 S. Eastern Avenue
Los Angeles, CA 90040
December 7, 1978

DI-2. Cheri Harris
Vice President, Consumer Affairs
Northern California Grocers Association
Sacramento, CA 95815

FASHION MERCHANDISING

DI-3. Jeanne Palmie
Modesto City College
Modesto, CA 95350
March 5, 1978

DI-4. Pam Smith
Orange ROP
12926 Haster Street
Garden Grove, CA 92640
December 8, 1978

APPENDIX B

INTERVIEW QUESTIONS

APPENDIX B

INTERVIEW QUESTIONS

1. How many total employees in your firm?

2. Of the total, how many are in clerical/distributive positions?

3. (A) How are job skills and job competencies in clerical and distributive occupations changing?

   (B) Are there new components in these occupations?

4. Are any of these skills or competencies becoming so complex that they are creating or will create new jobs?

5. What jobs do you think will not exist five years from now?

6. (A) What kind of training and/or educational background is necessary for someone to enter a clerical/distributive occupation?

   (B) What basic skills do you require for this job?

7. (A) What opportunities are available in clerical/distributive positions for the handicapped?

   (B) What opportunities are available for academically or economically disadvantaged people?

8. What is being done to eliminate sex bias and discrimination in clerical/distributive occupations?

9. Can you identify any new clerical/distributive occupations?

10. Are job openings a result of growth, replacement or both?

APPENDIX C

MEETING PARTICIPANTS

APPENDIX C

MEETING PARTICIPANTS

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APPENDIX C (Continued)

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APPENDIX D

DISCUSSION QUESTIONS USED IN MEETING

APPENDIX D

DISCUSSION QUESTIONS FOR TOPIC #1:

VALIDATION CF FINDINGS

1. Do the research findings reflect the real or actual situation for entry-level jobs in business? If you answer no, what are the realities of entry-level jobs? If you answer yes, what are the most significant findings that we should be aware of and emphasize for this meeting?

2. How are economically and educationally disadvantaged people and physically or mentally handicapped people faring in the business world?

3. What is the current status of sex equity in entry-level jobs?

APPENDIX D

DISCUSSION QUESTIONS FOR TOPIC #2:

IMPLICATIONS OF FINDINGS FOR CURRICULUM

1. What are the general implications of the findings for business education curriculum?

DETERMINE AND SPECIFY ONE OR FIVE YEAR GOAL

2. Based on the findings and implications:

   a. What additional programs need to be added?

   b. What existing programs should be revised and how?

   c. What programs should be deleted?

3. How can we improve the preparation for handicapped students entering business?

4. How can we improve the preparation for disadvantaged students entering business?

5. What should schools do to promote sex equity?

6. What business teacher education in-service implications are suggested by the findings and the curriculum changes?

APPENDIX E

LIST OF PEOPLE AND TITLES IN ADVISORY COMMITTEE

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State Department of Education - Sacramento

David J. Curtin
Senior Organization Analyst
Standard Oil of California

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Northern California Grocers Association

Dr. G. W. Maxwell
Project Director
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Judith Knight O'Hare
Researcher
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Gary Thompson
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Dwayne Schramm
Professor of Office Administration
California State University - Fresno

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